State Teachers College
Salisbury, Md.

BULLETIN

OF

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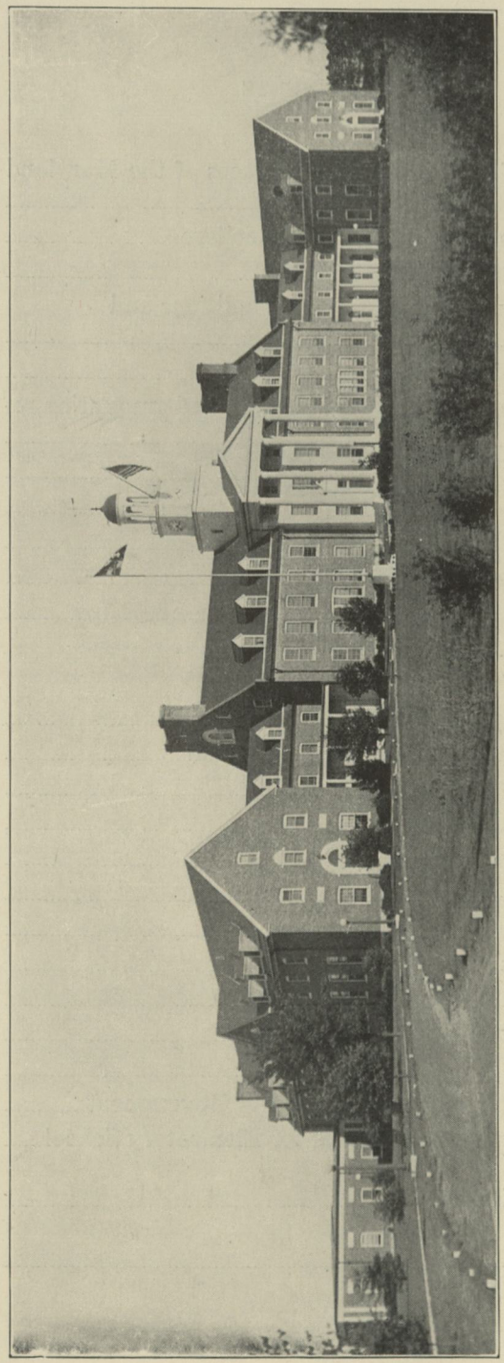
The Stately Columns



State Teachers College at Salisbury. Administration Building in center; Library and Teachers' Offices in wings at left; Social Room, Dining Hall, and Infirmary in wings at right, Auditorium and Gymnasium in rear of Administration Building; portion of Elementary School shown in rear of left wing; Tennis Courts and Athletic Fields in rear of building.

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THOMPSON, E. BRUCE — *Economics, Sociology*
A. B., Furman University
A. M., Vanderbilt University

CAMPUS ELEMENTARY SCHOOL

HYDE, PAUL — *Grades 6–7*
B. S., Western Maryland College

REEVES, NEVA D. — *Grades 1–2*
A. B., State Teachers College, Fairmont, West Virginia
A. M., Teachers College, Columbia University

RIALL, PAULINE — *Grades 3–4*
B. S., Teachers College, Columbia University

WEANT, MARGARET — *Grades 5–6*
B. S., The Johns Hopkins University

LIBRARY

STRICKLAND, GRACE L. — *Librarian*
A. B., Washington College
B. S., in Library Science, Drexel Institute

COOPER, ANNA JONES — *Assistant Librarian*
Diploma, State Normal School, Salisbury
Advanced work, School of Library Science, Columbia University

LEWIS, GLADYS — *Assistant Librarian*
Diploma, State Normal School, Salisbury

DEVELOPMENT OF THE STATE TEACHERS COLLEGE

The State Teachers College at Salisbury was located on the Eastern Shore in response to a long-felt need for a teacher-training institution to care for the educational interests of the section. It has now been serving the people of Maryland since 1925 and is firmly established as an indispensable part of the State's public school system.

The school was authorized by the Legislature of 1922. The Building Commission, then created, selected for the location of the new institution a site containing twenty-nine acres, ideally located, near Salisbury. The school is now within the city limits, being included in the territory annexed by act of the Legislature of 1927. After initiating a building program and completing certain units of the college plant, the Commission went out of existence, and the rest of the building was done under the direction of the State Board of Education.

The college has developed into a center of educational activities, especially for the Eastern Shore.

LOCATION OF THE COLLEGE

Salisbury, chosen by the General Assembly of 1922 as the location for the needed new teacher-training institution, is a modern, progressive city, with cultured people who do their part to make life at the State Teachers College pleasant and profitable. Situated at the head of navigation on the Wicomico River, with hard surfaced highways radiating in every direction, Salisbury is easily accessible from all parts of Maryland. Its lakes and river give it a natural setting of rare beauty. Maryland's seaside resort, Ocean City, is only thirty miles away. Wilmington, Philadelphia, and Baltimore are within easy motoring distances. The Pennsylvania Railroad trunk line from New York to Norfolk and the South passes through Salisbury. De luxe buses run on regular schedule to all parts of the peninsula.

Residents of the Western Shore may select any of four attractive and comfortable routes to Salisbury: (1) by train via Baltimore and Wilmington; (2) by motor car via Baltimore; Elkton, Md.; Middletown, Del.; and Dover, Del.; (3) by travel via Annapolis and ferry to Matapeake, thence by passenger's own car or Red

Star passenger bus to Salisbury; (4) by the Red Star Motor Bus, which furnishes through passenger service from Baltimore to Salisbury by way of the Matapeake ferry. Full details concerning schedules will be furnished upon request.

The College is located at the junction of College and Camden Avenues. The grounds comprise attractive lawns, with flowers, trees, shrubbery, and evergreens, as well as ample playground areas and gardens. A distinctive feature is the athletic field, where training in all forms of sport is given.

THE COLLEGE PLANT

The entire group of buildings as originally planned is now in use, the final additions having been occupied in the fall of 1932. The buildings comprise the administration building, containing the auditorium, classrooms, gymnasium, offices, and dormitory rooms; the north wing and connecting wing, including the library, little theatre, and faculty offices; and the south wing and connecting wing, containing the social room, dining hall, service room, kitchen, infirmary, visual education room, and dormitory rooms for students and guests. The campus laboratory school, comprising four classrooms, library, and teachers' offices, is at the rear of the north wing. The building plan is unique in that every facility is practically under one roof and may be reached without suffering exposure in inclement weather.

LIVING ACCOMMODATIONS

The State Teachers College at Salisbury has rooms for resident women students on the second and third floors of the north wing and on the third floor of the administration building. Baths and student's laundries are conveniently located, and each room has a lavatory with hot and cold running water. Each room accommodates two students. Young men students room in homes adjacent to the campus, and take their meals in the college dining hall.

Students enjoy the comforts and conveniences of a social room and dining hall, which, in their decorations and furnishings, are superior to those found at most similar institutions. Every opportunity is afforded students to enjoy, under helpful and sympathetic guidance, approved social, moral, and religious surroundings.

SUPERVISION OF STUDENTS

Everything possible is done for the health, comfort, and happiness of the students in attendance. The social, moral and religious life of the students is properly supervised, and parents may entrust their sons and daughters to the College with every assurance that they will receive careful and sympathetic guidance.

The regulations for the conduct of the dormitory are reasonable and have been adopted only for the protection of the students whose liberties are not restricted to an unwarranted degree. Student will be expected to conduct themselves fittingly at all times. The faculty and the dormitory officials cheerfully cooperate with the student body in all laudable efforts to make the dormitory an ideal home.

ADMISSION REQUIREMENTS

1. Age:

To be eligible for admission, a student must be sixteen years of age at the time of entrance or by the thirty-first of December following the September registration.

2. Graduation from an Approved High School:

The State Department of Education is the accrediting agency for the public high schools and also for the non-public secondary schools of Maryland. Any other school from which a candidate is accepted must be approved either by its State Department of Education or by the proper regional accrediting agency.

3. Certification by High School Principal:

The record of every applicant must be certified by the principal of the high school attended. The graduates of any of the various curricula of the Maryland public high schools may be accepted in the Teachers College. Graduates of out-of-state schools who are admitted must have completed a well organized curriculum totaling *sixteen units* and including the following *constants* required for graduation from any Maryland public high school, as follows:

English	4 units
Mathematics	1 unit
Social Studies (of which 1 unit must be U. S. History)	2 units
Science	1 unit
Acceptable electives	8 units
Total	16 units

4. Scholarship Requirements:

The scholarship standard set by the State Board of Education

as the basis for certification by the high school principal for college entrance is, that in the last two years of high school, the applicant shall have made a grade of A or B in at least 60% of the college entrance courses and a grade of C or higher in all other college entrance courses taken during these two years. Students not meeting these standards may apply for admission on probation.

5. Admission on Probation:

Students who do not qualify upon entrance for full standing may be admitted on probation. Such students are given the tests which are administered to all entering students. The student admitted on probation must make a satisfactory record during the first semester of the freshman year if he is to continue at the college.

6. Health:

A thorough physical examination by the college physician is required for admission. Everything possible is done toward the keeping of all students in good health.

7. Status of Married Women Applicants:

According to a regulation of the State Board of Education passed in 1928, married women who at the time of application are not in the regular State teaching service may enter the college only upon special permission from the State Board.

8. Application for Admission:

Application blanks for admission will be furnished upon request. Upon receipt of an application, the applicant will be promptly informed as to his enrollment status. If for any reason the student finds it impossible to occupy the room assigned him, he should immediately notify the registrar so that the room reservation thus surrendered may be available for another student. For application blanks or additional information, address:

THE REGISTRAR,
State Teachers College,
Salisbury, Maryland.

Admission with Advanced Standing

The college will allow advanced standing to students transferring from institutions of collegiate rank for work completed which meets with the approval of the State Teachers College and the State Credential Secretary. A student must complete at least one year's work at the college before the degree will be awarded.

Pledge to Teach in the State of Maryland

Under the present four-year curriculum a student, upon entering the third year's work, must have signed a pledge to teach in the elementary schools of Maryland at least two years after graduation.

Credits

All courses are organized on the semester basis. A semester hour is to be interpreted as work done in the classroom for one hour a week during a period of at least eighteen weeks. If a course is held three periods a week for eighteen weeks, it will receive three semester hours of credit. The minimum load of a student is 16 hours a semester, or 32 hours a year. One hundred and twenty-eight semester hours of credit are required for graduation.

System of Marking

Grades are designated by the following symbols: A, B, C, D, F, and "Incomplete." D, the lowest passing mark, is considered unsatisfactory. F indicates failure and means that the course must be repeated. Unless an "Incomplete" is made up by the middle of the following semester, it automatically becomes a failure.

Standards of Work Required

A student must maintain an average of C in order to be in good standing in the college.

Any student who fails in *two* courses during the first semester of school shall be dropped from the enrollment of the school, provided his or her combined general intelligence and achievement scores fall into the lowest quartile of the entire class.

Any student who fails in *three* subjects during the first semester but whose combined general intelligence and achievement scores fall in the upper three-fourths of the scores made by the class may, at the discretion of the president and the faculty, be retained for one additional semester.

Any student who accumulates *four* failures, the equivalent of 12 semester hours, in any semester or semesters shall be dropped from the enrollment of the school.

No student may be admitted to the junior class with more than one F grade or with D grades amounting to more than 25% of the total credits earned.

No student may be graduated who has one F grade, or whose D grades amount to more than 25% of the total points earned.

Graduation Requirements

The degree of Bachelor of Science in Education is conferred upon those students who successfully complete the four-year curriculum.

Students transferring from other colleges will be required to take at least one full year in residence, regardless of the amount of credit allowed.

EXPENSES

A uniform schedule of expenses for the three State Teachers Colleges has been established by the State Board of Education; namely, $100 for tuition and textbooks and $216 for board, room, and laundry, a total of $316 for the year. These fees are payable as follows: for day students, $25 is payable on entrance, with a similar amount due on December 1, February 1, and April 1. For resident students, $79 is payable on entrance, with a like amount due on December 1, February 1, and April 1.

This represents an exceptionally low cost for education of college grade. Each student receives what is in effect a scholarship, since the State contributes approximately one-half the cost of maintaining the college.

Out-of-State Students

Student whose parents are not residents of the State of Maryland may enter the State Teachers College upon presentation of the required high school credits, which will be passed upon by the Credential Secretary of the State Department of Education. These students will pay the tuition fee of $100, the charge for room, meals, and laundry of $216, the student activities fee of $5, and the (refundable) breakage fee of $5. In addition, there will be a surcharge of $200 a year for out-of-state students.

The Breakage Fee

Upon entrance for the first time each student is required to deposit $5.00 to cover any damage or loss of property. This will be refunded immediately after graduation or withdrawal if the student has not broken or destroyed any of the laboratory equipment or college or dormitory furniture or furnishings. If there are any charges for lost books against the student, these will also be deducted and the balance refunded to the student.

The Activities Fee

An activities fee of $5.00 is paid to a designated treasurer on registration day. This money belongs to the student body to be used in furthering such activities as student publications, athletics, class dues, the Christian Association, dramatics, the Grange, the orchestra, the Student Council, etc.

Men Students

Men who register as resident students are given meals and laundry service at the college. The college rents for them desirable rooms in near-by homes where, after rigid inspection, conditions are found acceptable for comfortable and convenient living.

Health Service

The college furnishes nursing service and pays doctor's bills for the required medical examinations and for minor ailments for both men and women students. If the student is ill enough to require extended medical care, either in the infirmary or at a hospital, the college, however, will not be responsible for such expenses. The cost of medical attention necessitated by all injuries or accidents will also be borne by the student.

Personal Expenses

Life at a Teachers College, as at all other colleges, necessitates a certain minimum for incidental and personal expenses. Parents should provide a small regular allowance for these expenses.

Special Music Instruction

If desired, arrangements can be made at the college for special instruction in vocal or instrumental music. The rates will be very reasonable with a nominal charge for the use of a piano for practice.

Summary of Expenses

Tuition and textbooks	$100.00 a year
Room, board, and laundry	216.00 a year
Breakage deposit (refundable)	5.00 payable upon entrance only
Student activities fee	5.00
Total	$326.00 a year

Transcripts

After the first copy, a charge of $1.00 will be made for each transcript of a student's record.

REFUNDS

Day Students

1. Day students who withdraw between the opening of the school and October 1, shall have refunded the tuition charge for the first quarter* less $10.00.
2. Day students who withdraw on their own or parents' or guardian's initiative after October 1, shall receive no refund of tuition for the quarter involved.
3. Day students who withdraw at the request of the college after October 1, shall receive no refund of tuition for the quarter involved.

Resident Students

1. Resident students who withdraw before October 1, shall have refunded the tuition charge for the first semester (or whatever amount has been paid for by the student) less $10.00; and shall have refunded also the amount paid for board and room rent, minus the board and room rent for one week more than the number of weeks actually spent in the college.
2. Resident students who withdraw after October 1, shall receive no refund of tuition for the quarter involved and such students shall have refunded the amount paid for board and room, minus the board and room rent for one week more than the number of weeks actually spent in school.
3. Students who withdraw at the request of the college after October 1, shall receive no refund of tuition for the quarter involved, and such students shall have refunded the amount paid for board and room, minus the board and room rent for one week more than the number of weeks actually spent in the school.

WHAT STUDENTS SHOULD BRING WITH THEM

Every student must furnish the following for personal use: bedroom slippers with soft heels, toilet soaps, bureau scarfs, blotter for study table, extra blankets, (the school provides one pair of blankets), a cover or spread for the bed, two laundry bags, two teaspoons, a drinking glass, and six all-white table napkins.

* Tuition, room and board fees payable quarterly.

All sheets, towels, and pillow cases are furnished by the college.

For purposes of economy and uniformity in appearance and quality of materials, the college requires all students to purchase regulation athletic uniforms. These are procured by the college, at a minimum cost to the student.

LAUNDRY

Young women students are allowed to have laundered six pieces of underwear each week, the total not to exceed thirty-six cents, according to the schedule of prices in the contract with a commercial laundry. They may, without charge, do extra washing and pressing in the special laundry rooms provided on each floor.

Laundry for the young men is done by a laundress. The men students are allowed to have laundered three shirts, three suits of underwear, and one pair of pajamas a week. They are entitled to have laundered as many handkerchiefs and socks as they find necessary for their comfort and cleanliness.

LABORATORY SCHOOL FACILITIES

The State Teachers College at Salisbury has, for its laboratories, one campus and four off-campus elementary schools. The campus elementary school gives instruction to elementary school children in all grades from one to seven, inclusive. Observation and participation by student teachers, starts at the beginning of the junior year and continues throughout the year.

The off-campus schools, located in the city of Salisbury, likewise give instruction in all grades of the elementary school. As conditions warrant, other laboratory centers will be established in nearby towns. Student teaching in off-campus schools is done during the first semester of the senior year.

LOAN FUNDS

The Edna M. Marshall Memorial Fund

The Edna M. Marshall Memorial Fund was established in June, 1935, as a living tribute to the memory of Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933. It may be used only by worthy junior and senior students.

The Samuel Chase Chapter of the Daughters of the American Revolution makes it possible for a limited number of students to secure needed loans at a low rate of interest.

The Student Loan Fund

The present general loan fund had its beginning during the school year 1934-1935 under the name *The Maryland State Normal School Fund.* This fund was made possible by gifts and loans of alumni members, college organizations, the College Elementary School Parent-Teacher Association, and individuals, friends of the school. It is administered by a board whose membership included two alumni, two members of the college faculty, and a citizen of the city of Salisbury. Definite rules set up for the guidance of the board provide that all beneficiaries of the fund shall be members of either the junior or the senior class, that they be recommended by the two faculty members of the loan board, and that all requests be approved by the board.

FOUR-YEAR CURRICULUM FOR THE STATE TEACHERS COLLEGE AT SALISBURY LEADING TO THE B. S. DEGREE IN EDUCATION

(The completion of the first two years of this curriculum with an average grade of "C" or better will enable a student to enter the two-year professional curriculum at the State Teachers College at Salisbury or to transfer, with full junior standing, to most colleges and universities of Maryland and of other states.)

The First Two Years (Academic)

First Semester		Second Semester	
First Year	Sem. Hrs.		Sem. Hrs.
English 101—Composition	3	English 102—Composition	3
History 101—Early European	3	History 102—Later European	3
Zoology 101—General	4	Botany 102—General	4
Physical Education 101	1	Physical Education 102	1
	11		11

Elect six or seven semester hours' credit from the following:

College Chorus 101	.5	Art 102—Applied	1
Economics 101—Principles	3	College Chorus 102	.5
English 103—Speech	1	Sociology 102—Introductory	3
Guidance 101	1	English 104—Speech	1
Health Education 101—Hygiene	.5	Health Education 102—Hygiene	.5
Mathematics 101—College Algebra	3	Mathematics 102—Trigonometry	3
Music 101—Rudiments	1	Music 102—Rudiments	1
Orchestra 101	.5	Orchestra 102	.5
Second Year			
Chemistry 201 or Chemistry 203	4–3	Chemistry 202 or Physics 204	4–3
English 201—World Literature	3	English 202—English Literature	3
History 201—Early American	3	History 202—Later American	3
Physical Education 201	1	Physical Education 202	1
	11–10		11–10

Elect six or seven semester hours' credit from the following:

Art 201—Principles	2	Art 202—Appreciation	2
College Chorus 201	.5	College Chorus 202	.5
Economics 201—Applied	3	Government 202—National	3
English 203—Speech (Same as Eng. 103)	1	English 204—Speech (Same as Eng. 104)	1
Health Education 201—Hygiene	.5	Health Education 202—Hygiene	.5
Music 201—History and Appreciation	1	Music 202—History and Appreciation	1
Orchestra 201	.5	Orchestra 202	.5
Psychology 201—General	3	English 206—Modern Comp. Drama	3
		Philosophy 202	3

The Last Two Years (Professional)

First Semester — Third Year	Periods a Week	Sem. Hrs.
Education 301—Directed Observation	2	1
English 301—Reading	3	3
Geography 301—Principles	3	2
History 301—Professional	3	2
Industrial Arts 301	4	3
Music 301—Primary Grades	2	1
Physical Education 301	2	1
Mathematics 301—Professional	3	3
Elective (optional)	1	.5
	22–23	16–16.5

Second Semester — Third Year	Periods a Week 1st 9 wks.	Periods a Week 2nd 9 wks.	Sem. Hrs.
Education 302 Student Teaching	25	..	8
English 302—Problems	..	5	2.5
Geography 302—Economic	..	5	2.5
Home Economics 302 or Industrial Arts 302	..	3	1
Music 302—Upper Grades	..	3	1
Physical Education 302	..	2	.5
Handwriting	..	2	.5
Elective (optional)	1	1	.5
	26	20–21	16–16.5

(Electives: College Chorus 301-302; Orchestra 301-302)

First Semester — Fourth Year	Periods a Week 1st 9 wks.	Periods a Week 2nd 9 wks.	Sem. Hrs.
Education 401—Student Teaching	..	25	8
English 401—Children's Lit.	5	..	2.5
Geography 401—Professional	5	..	2.5
Music 401—Community	5	..	2.5
Physical Education 401	2	..	.5
Elective (optional)	1	1	.5
	17–18	25–26	16–16.5

Second Semester — Fourth Year	Periods a Week	Sem. Hrs.
Education 402—History	3	3
Education 404—Philosophy	3	3
Education 406—Psychology	3	3
Music 402—Professional	2	1
Physical Education 402	2	1
Health Education 402	3	3
Science 402—Elem. School	2	2
Elective (optional)	1	.5
	18–19	16–16.5

(Electives: College Chorus 401-402; Orchestra 401-402)

NOTE 1: The length of recitation periods is 55 minutes.

NOTE 2: No regular student may enroll for less than 16, or more than 18, semester hours' credit, without the approval of the faculty.

NOTE 3: But one credit will be allowed each year for Chorus and Orchestra.

NOTE 4: The completion of at least 128 semester hours will be required for graduation.

DESCRIPTION OF COURSES

Art 102, Applied — MISS PURNELL

2 hours a week for 18 weeks. Semester credit, 1 hour.

This is a general art course designed to meet the needs of all students by making them familiar with art terms, their meaning and application. The course serves as a background for further art work. Freehand drawing, lettering, poster making, and design is stressed.

Art 201, History and Appreciation — MISS PURNELL

1 lecture and 2 hours laboratory a week for 18 weeks. Semester credit, 2 hours.

The course is designed to cultivate a love and understanding of the beautiful things around us. Through lectures, students learn something of the history of the different types of art, and through actual creative participation, they learn appreciation of them. Line in its relation to art is stressed.

Art 202, History and Appreciation — MISS PURNELL

3 hours a week for 18 weeks. Semester credit, 2 hours.

This course is a continuation of Art 201. Mass and color in their relation to art are stressed.

Industrial Arts 301 — MISS PURNELL

4 hours a week for 18 weeks. Semester credit, 3 hours.

This is a course planned to familiarize student teachers with all kinds of art materials, and methods of using them to motivate subject matter in all elementary school subjects. Students study methods of presentation, observe the presentation of the subject in the elementary grades, and are given an opportunity to do supervised teaching. Some time is devoted to blackboard writing and drawing.

Industrial Arts 302 — MISS PURNELL

3 hours a week for 9 weeks. Semester credit, 1 hour.

This course is similar to Industrial Arts 301. Further opportunity is given for supervised teaching in the elementary school. There will also be discussion groups on the best methods of presentation of art materials.

This course is designed for young men but is optional for young women with Home Economics 302.

Chemistry 201, General — MR. STRAUGHN

3 hours lecture and 4 hours laboratory a week for 18 weeks. Semester credit, 4 hours.

This is a course in general chemistry which includes the chemical theory, preparation and properties of the more common non-metals, and study of ionization and its application to chemical reactions. The laboratory work of the first semester includes preparation, purification, and study of the properties of the non-metals.

Chemistry 202, General — MR. STRAUGHN

3 hours lecture and 4 hours laboratory a week for 18 weeks. Semester credit, 4 hours.

Chemistry 201 is a prerequisite to this course. The second semester's work includes a study of atomic structure of the elements and the reactions of the

metals and their properties. The major part of the laboratory work of the second semester consists of a study of the reactions of the metallic ions and their identification.

Chemistry 203.....MR. STRAUGHN

2 hours lecture and 2 hours laboratory a week. Semester credit, 3 hours.

This is a course designed primarily for those who are preparing to teach in the elementary school. A general survey of the principles of chemistry is covered. A basis for the chemical science needed by the teachers of science in the elementary school is provided. The principles involved in the applications of chemistry to our environment and to industry are stressed more than is the theoretical side. Enough individual laboratory work is included to familiarize the student with the technique in order that later on he will be able to do demonstration work in the classroom.

Physics 204.....MR. STRAUGHN

2 hours lecture and 2 hours laboratory a week. Semester credit, 3 hours.

This course is offered the second semester and is similar in its objectives and methods to Chemistry 203. The fundamental principles are presented and the practical aspects emphasized. The course consists of a brief study of the principles of mechanics, heat, magnetism, electricity, sound and light. This course should give the student a background for the teaching of physical science in the elementary school.

Education 301, Directed Observation.....MR. CARUTHERS, MISS MATTHEWS

2 hours a week for 18 weeks. Semester credit, 1 hour.

This is a professional laboratory course and furnishes the first opportunity for actual pupil contact by the student as he enters the professional course. The campus elementary school, consisting of seven grades, constitutes the laboratory for this course. The major emphasis is placed on observation, but enough actual participation is required to give significance to the observation. Definite professional topics are selected from two sources: (1) physical factors, such as playgrounds, the building, classroom equipment; and (2) instructional activities, techniques of teaching, discipline, and classroom management. The student's work is guided by demonstration teachers and by general supervisors.

Education 302, Student Teaching.....MR. CARUTHERS, MISS MATTHEWS

20 hours a week for 9 weeks. Semester credit, 8 hours.

Each student, during the second semester of the junior year, is assigned student teaching for a period of nine weeks. The work requires a minimum of 4 hours per day, or 20 hours per week, in the class-room. This work may be done in either the campus school, or an off-campus school. During this period each student also has regular conferences with the class-room teacher, the supervisors, and with college instructors. Emphasis is placed upon the interpretation of the teaching and learning processes and upon the initial development of sound teaching techniques. Grade level assignments are made with the view of giving each student experience in as many grades as possible. This practice is designed to orient the student with reference to grade levels so that he can more wisely select his grade level for a degree of specialization in his second student teaching period.

Education 401, Student Teaching.....MR. CARUTHERS, MISS MATTHEWS

20 hours a week for 9 weeks. Semester credit, 8 hours.

During the first semester of the senior year each student is again assigned student teaching for a period of 9 weeks with a minimum of 4 hours per day, or 20 hours per week. Regular conferences are also scheduled with the classroom teacher, the supervisors, and college instructors. Emphasis during this period is placed upon the broader phases of the teaching process and upon the further development of teaching skills. It is in this period, also, that grade level assignments are made with the view of letting the student specialize to some degree on one of three grade levels, viz., primary, intermediate, and upper grades. The grade level assignment is determined by the choice and the individual abilities of the student.

Education 402, History of Education.....MRS. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The major objective of this couse is to assist the student in the organization, interpretation, and evaluation of his professional curricular experiences in the light of the origin and development of organized education.

Educational movements from early times are traced with the view of developing an appreciation of existing educational practices. Great personalities, such as Socrates, Rousseau, Pestalozzi, Herbart, Froebel, Horace Mann, Dewey, and others, are presented in their proper historical setting. Present-day educational problems in the United States are compared with those of earlier periods in our history and with European educational problems and systems of today.

Education 404, Philosophy of Education.....MR. CARUTHERS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course parallels Education 402 and has one major objective; namely, to assist the student in developing a functional unity of his professional curricular experiences from a study of some of the contemporary problems of modern life and modern, organized education.

Problems are selected which will, as far as possible, involve the entire four-year curriculum. They are selected from two chief sources: (1) those involved in life in general, and (2) those involved in organized education. Discussion is conducted on a seminar basis, so far as possible, and is based on definitely organized units dealing with issues selected from the sources mentioned.

Education 406, Educational Psychology.....MR. CARUTHERS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course has three major functions: (1) to apply a knowledge of human nature, the laws of learning, and the results of experimental psychology to the guidance and improvement of the teaching and learning processes. Study is made of such topics as perception, fixation, facilitation by use of the special senses, the attitudes resulting from satisfaction and annoyance, habit formation, skills, growth of intelligence, individual differences, transfer of training, creative thinking, etc.; (2) to study the specific psychological requirements of the various elementary school subjects with a view of bringing about the proper application of psychological principles: (3) to cause the student to acquire and maintain good mental health as he studies and learns. To this end a definite unit in mental hygiene is presented.

English 101, Composition—{MRS. BENNETT / MISS MATTHEWS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course includes practical work in the fundamentals of college composition to enable students to establish habits of careful oral and written expression. Real mastery is sought. The work includes a comprehensive study of the essentials of English grammar considered in relation to its use in composition. Special emphasis is given to sentence structure.

Literary selections that will correlate with composition are used. Supplementary readings are required.

English 102, Composition—{MRS. BENNETT / MISS MATTHEWS

3 hours a week for 18 weeks. Semester credit, 3 hours.

English 101 is a prerequisite for this course, which is a further study of the principles and technique of written expression. Through a study of the types of prose composition it is the aim to help the student develop lucidity in expression and an appreciation of style in writing. Many short themes and a term paper are required.

Prose readings form a major part of the work of the course.

English 103 and 203 (Same) Speech—MRS. BENNETT

2 hours a week for 18 weeks. Semester credit, 1 hour.

The work of the first semester includes a study of the fundamentals of voice production, enunciation, pronunciation, inflection, breathing, grouping, and speech organization. Frequent opportunities are given for practice in the various types of public speaking most needed in the world today.

English 104 and 204 (Same) Speech—MRS. BENNETT

2 hours a week for 18 weeks. Semester credit, 1 hour.

The work of the second semester is a continuation of the study and application of the techniques of speech instruction. Special attention is given to the speech habits of each member of the class. Some speech activities employed are the reading of short selections of prose and poetry, talks, panel discussions, and reports.

English 201, World Literature—MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is of general cultural interest. It is a survey of European literary masterpieces from the earliest times to the present day. Not only Homer, Virgil, Dante, Cervantes, Shakespeare, Moliere, and Goethe will be considered, but as many as possible of those intervening authors who are second only to the preceding seven in importance. It is designed to bring students into touch with the masterpieces of world literature and with the conditions which produced them. Parallel readings adjusted to the needs of the individual student are required.

English 202, English Literature—MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

A study of the representative masterpieces of English literature from Beowulf to Thomas Hardy is the aim of this course. The different types of literature are analyzed and discussed, but the primary purpose of the course is to inculcate

a love and appreciation of the best literary productions in our own tongue. Accordingly, stress is put upon the actual reading of the masterpieces themselves rather than upon the history of literature. Necessarily, this will require wide reading, individual assignments, and research. There will be frequent student conferences, involving guidance with parallel reading.

English 206, Modern Comparative Drama—MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course traces the development of modern drama from Ibsen to the present time. It is a study of the new dramatic literature, its varieties, techniques, aims, and problems. Representative plays of leading continental dramatists, as well as of British and American playwrights, are read, discussed, and compared. Wide supplementary reading is required in modern poetry, biography, fiction, and criticism. Lectures on important modern writers and literary movements will further supplement the reading of the course.

English 301, Reading—MISS MATTHEWS

3 hours a week for 18 weeks. Semester credit, 3 hours.

Paralleling the first course in directed observation, this course offers the student opportunity to study reading problems as they relate to actual learning situations in the laboratory school. Units of work for the primary grades include beginning reading, building a meaningful vocabulary, eye movements, reading readiness, between recitation reading activities, the correlation of reading with activities and units of work, types of reading lessons, and the prevention of reading difficulties.

For the intermediate and upper grades the points of emphasis include the use of standardized and informal tests for diagnostic and classification purposes, the problems of remedial measures, techniques for work-type and recreatory-type silent and oral reading lessons, and the integration of reading with other subjects and units.

The course aims to guide the student to the use of the best known procedures in teaching reading in the grades.

English 302, English Problems—MISS MATTHEWS

5 hours a week for 9 weeks. Semester credit, 2.5 hours.

A study will be made of the objectives, materials, and methods of teaching oral and written composition, spelling, and grammar in the elementary school. For work in the primary grades the teaching of the subject matter used in social studies will be stressed as a means of accomplishing language goals. Opportunity will be given to organize materials for teaching purposes. Observation of type lessons in the demonstration school will be used as one means of clinching principles studied. Continued emphasis will be placed on the student's own self-improvement in the use of effective English.

English 401, Children's Literature—MISS MATTHEWS

5 hours a week for 9 weeks. Semester credit, 2.5 hours.

In addition to acquainting the student with the best traditional and modern literature for children, this subject-matter course aims to furnish a rich background for the teaching of literature in the elementary school. Units of work included are: the history and development of literature for children; differences in boys' and girls' tastes in reading, the use of the library in modern education; illustrations and illustrators of children's books; principles of story-telling; a study of types of literature, including Mother Goose and nursery rhymes,

poetry, fairy tales and fables, myths and legends, realistic stories, biography, history, travel, and famous classics suitable for children. Wide reading is encouraged. Opportunity is provided to observe children studying and enjoying literature.

Geography 301, Principles—MISS PURNELL

3 hours a week for 18 weeks. Semester credit, 2 hours.

The course is a study of the several geographic factors which go to make up a natural environment and of man's relation to that environment. A brief review of the physical geography of the various continents is included in the course.

Geography 302, Economic—MISS PURNELL

5 hours a week for 9 weeks. Semester credit, 2.5 hours.

This course is designed to show the relations between the work of man and the geographical conditions upon which his work depends. It is an application of the principles developed in Geography 301 to man's activities. Regions which especially illustrate certain principles will be studied in considerable detail.

Geography 401, Professional—MISS PURNELL

5 hours a week for 9 weeks. Semester credit, 2.5 hours.

The chief aim of this course is to prepare students to teach geography in the elementary school. Opportunity is given for the observation of demonstration lessons in the various grades. Units of work are developed. Some attention is given to the examination of textbooks and courses of study. The best methods of teaching geography are discussed and applied in connection with the various types of subject matter.

Guidance 101—DR. BLACKWELL

1 hour a week for 18 weeks. Semester credit, 1 hour.

The course as organized includes, the making of an analysis of a limited number of professions and vocations, the consideration of the objectives of the different student organizations, the budgeting of time, the formation of effective study habits, the use of the library, types of entertainment and special programs, student relationships, personal appearance, school spirit, and extra-curricular activities.

Each student is required to read Bennett's "College and Life" and Bird's "Effective Study Habits," and to prepare a term paper on "My Aim in Life and How I Expect to Attain It." Approximately 100 recent references have been made available to students. A volunteer faculty adviser is assigned to each group of first year students. Throughout the semester, freshmen students, especially, are given such guidance as will enable them to meet social and personal problems, as well as to choose intelligently, a profession or vocation adapted to their respective interests and abilities.

History 101, Early European—MRS. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is planned to give students a wide knowledge of "Old World Backgrounds" and to present an opportunity to become acquainted with historical literature. Classroom activities include not only the textbook subject matter of the course, a discussion of the ancient world and medieval times, but also much work along the lines of historical reference and collateral reading.

History 102, Later European—MRS. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The subject matter of this course includes a study of European history from the discovery of America to the present time, together with those phases of world history which have directly affected modern life and progress. Much attention is paid to individual reading and research both in the field of collateral history material and in the use of current periodicals.

History 201, Early American—MRS. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The subject matter of this course includes a study of American history prior to the nineteenth century. Considerable attention is given to the historical source materials of American exploration and colonization and of state history. The evolution of the American system of government is stressed by a comprehensive study of the history, formation, and development of the Constitution, together with its application to present-day governmental problems.

History 202, Later American—MRS. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

History 202 presupposes, both in content and method, History 101, History 102, and History 201. It includes problem study of comprehensive topics in the field of American history for the last century, and a systematic study of current events. It is designed to give a wide acquaintance with the subject matter of American history as found in history books of many types and in current periodicals. A documental thesis on some current historical problem is required.

History 301, Professionalized—MRS. THOMAS

3 hours a week for 18 weeks. Semester credit, 2 hours.

This course is planned to prepare students to teach that history which is required in the elementary school curriculum. To that end, much practice is given in the examination of textbooks, in the selection of subject matter for the various grades of the elementary school, and in the organization of that subject matter into appropriate units of work. Opportunity is also given for the observation of history classes in the elementary school. Students are urged to make collections of pictures, stories, and other illustrative materials in the field of elementary school history.

Home Economics 302—MISS POWELL

3 hours a week for 9 weeks. Semester credit, 1 hour.

This course is divided into two parts. The first half is devoted to a study of the home: need for effective management, proper selection of equipment, meal planning and preparation, manners and etiquette, relation of the family to the community, and development of a satisfying home.

In the second half of the course, some sewing is done. Each student makes a simple garment in order that she may be able to design and make costumes for plays and pageants. Some time is given to the most suitable clothing for teachers.

Optional, for girls, with Industrial Arts 302.

Mathematics 101, College Algebra—MR. STRAUGHN

3 hours a week for 18 weeks. Semester credit, 3 hours.

The aim of this course is to extend the students' knowledge of mathematics and to further develop mathematical concept, expression, and manipulation.

It will include the following topics: Quadratics, functions and graphs, linear equations, second degree equations, including those of the circle, ellipse, parabola, and hyperbola, progressions, binomial theorum, permutations and combinations, and theory of equations.

Mathematics 102, Trigomometry—MR. STRAUGHN

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is a course in plane trigonometry and includes the development of the functions of any angle, the deduction of formulas, the use of trigonometric and logarithmic tables, and the solution of right and oblique triangles accompanied by practical applications.

Mathematics 301, Arithmetic in the Elementary School—MR. CARUTHERS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course has two major divisions: (1) subject matter and method appropriate to the first three grades, and (2) subject matter and method appropriate to the intermediate and upper grades. The subject of arithmetic is studied from the standpoint of its origin and development for the purpose of giving the student a perspective of the subject and an appreciation of its principles and fundamental processes. The whole subject is recast from the standpoint of its development by the race, the study being a new view rather than a review. Study is made of the various methods of teaching arithmetic, of modern textbooks, and of supplementary materials.

Music 101, Elementary Theory and Sight Reading—MISS BLACK

2 hours a week for 18 weeks. Semester credit, 1 hour.

This course includes a development of musical background, knowledge of terms and symbols, correct use of the singing voice, sight reading, and ear training.

Music 102, Sight Reading and Ear Training—MISS BLACK

2 hours a week for 18 weeks. Semester credit, 1 hour.

Prerequisite—Music 101, or its equivalent.

This is a continuation of Music 101, developing the ability of the student for individual performance, the playing of simple melodies on the piano, and acquaintance with melodic and harmonic forms.

Music 201, History and Appreciation—MISS BLACK

2 hours a week for 18 weeks. Semester credit, 1 hour.

The development and growth of music to 1600 A.D., the study of correlative musical literature, and the fostering of intellectual and emotional understanding of form and content, form this course.

Music 202, History and Appreciation—MISS BLACK

2 hours a week for 18 weeks. Semester credit, 1 hour.

A survey of music from the seventeenth century to the present day, acquaintance with outstanding composers of the various schools of musical thought, recognition of standard compositions, and the development of discrimination and intelligent listening, are included in this course.

Music 301, Primary Grades—MISS BLACK

2 hours a week for 18 weeks. Semester credit, 1 hour.

A study is made of material for primary grades, based upon the aims and attainments recommended by the National Association of Music Supervisors. Rote songs, rhythm band, creative music, technical problems, methods of presentation, observation and demonstration, are included.

Music 302, Upper Grades—MISS BLACK

3 hours a week for 9 weeks. Semester credit, 1 hour.

This course is designed to complete the techniques for graded school music teaching: part-singing, compound time, advanced sight reading, and rhythmic problems found in the song material for upper grades.

Music 401, Community Music—MISS BLACK

5 hours a week for 9 weeks. Semester credit, 2.5 hours.

A survey of folk, home, and patriotic songs is made with emphasis on the conducting of group singing. The development of leadership in community activities, as well as in the school room, is discussed and standards of activities outlined.

Music 402, Teaching the Listening Lesson—MISS BLACK

2 hours a week for 18 weeks. Semester credit, 1 hour.

This course presents a comprehensive summary of appreciation material and its presentation for instrumentation, form, rhythmic pattern, music stories, and methods of presenting the listening lesson so that understanding and enjoyment are furthered.

Chorus—MISS BLACK

1 hour a week for 36 weeks. Semester credit, 1 hour.

The College Chorus is made up of the Men's and the Women's Glee Clubs. A student electing this course must pass a satisfactory voice test and indicate a willingness to participate in programs for various community and social organizations. Broadcasts, recitals, and choral productions play, an important part in the life of the organization.

Orchestra—MR. MAGGS

1 period a week for 36 weeks. Semester credit, 1 hour.

The college offers for those students who are interested in instrumental music, a course embodying the fundamentals of the modern concert orchestra. A limited number of instruments are available to students at no extra charge. Instruction is given in all the instruments of the orchestra. A basic knowledge of music is desirable.

The College Orchestra adds greatly to the school functions. Occasional public performances are given for the various city activities.

Physical Education 101–102—MISS JAMART, MR. MAGGS

2 hours a week for 36 weeks. Semester credit, 2 hours.

The work of these courses includes a wide range of material in physical education. Attention is given to natural activities including games, tactics, athletic tests, pyramids, stunts, and dancing.

Physical Education 201–202—Miss Jamart, Mr. Maggs

2 hours a week for 36 weeks. Semester credit, 2 hours.

The work of these courses is the same as Physical Education 101-102 except that it is on an advanced level. Emphasis is placed on the development of the technique and skills of the individual.

Physical Education 301–302—Miss Jamart, Mr. Maggs

2 hours a week for 27 weeks. Semester credit, 1.5 hours.

These courses outline the aims of physical education and give a brief history of the courses. Activities are planned to give the student actual practice as preparation for teaching. Subject matter is outlined for grades one to seven. The material presented includes games for the playground and schoolroom, self-testing activities, rhythmic activities, posture, and dramatic training.

Physical Education 401—Miss Jamart, Mr. Maggs

2 hours a week for 9 weeks. Semester credit, .5 hours.

Physical Education 402—Miss Jamart, Mr. Maggs

2 hours a week for 18 weeks. Semester credit, 1 hour.

These courses are a continuation of Physical Education 301–302. The chief topics are: Play and what it means to the child; importance of organized play in school; organized games; athletics and social games; stunts and efficiency tests; track and field events; folk dancing; physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.

Health Education 101–102, Hygiene—Miss Jamart, Mr. Maggs

1 hour a week for 36 weeks. Semester credit, 1 hour.

These courses consider human embryology, the cell, tissues, and basic essential facts concerning the structure and nervous system. Special emphasis is given to posture and to body mechanics, exercise, sleep, rest, food, and diet.

Health Education 201–202, Personal Hygiene Applied—Miss Jamart, Mr. Maggs

1 hour a week for 36 weeks. Semester credit, 1 hour.

These courses present personal and general hygiene as a means for the improvement of living. They consider the meaning of health in terms of life values, the biologic approach for the study of health, the place of intelligent control in modern civilization, unscientific and irrational health proposals, ways for the improvement of health, and the prevention of disease.

Health Education 402—Miss Jamart, Mr. Maggs

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course deals with the problems of school and community hygiene. The chief topics treated are: Public health; communicable and non-communicable diseases; importance of ventilation, heating, and lighting; public supplies of food, water, gas, public sewerage, and waste disposal; function of state and

county boards of health; presentation and discussion of subject matter for all grades in graded and rural schools; and first aid and safety for schools and community.

Psychology 201, General—Mr. Caruthers

3 hours a week for 18 weeks. Semester credit, 3 hours.

The major objective of this course is to develop a definite fundamental analysis of human nature from the view point of man's native equipment and original tendencies. Emphasis is placed upon the inter-relationship of mental activity and functional physical activity. With this in view, such topics as sensations, feelings, emotions, desires, and habit formation are studied. To give the student perspective, a survey of the different schools of psychology is made.

Philosophy 202, An Introduction to Philosophy—Mr. Caruthers

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is an introductory survey course in the field of general philosophy. There are three major objectives: (1) To acquaint the student with the major persistent historical problems in philosophy, (2) to develop with the student the idea that philosophy is a study of man's intellectual growth, and (3) to develop in the student an analytic and interpretative background for his present professional study and his future professional practice.

Sociology 102, Introductory Sociology—Mr. Thompson

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is an orientation course, designed to acquaint the student with the more important conceptions of the nature of society and of the facts essential to an understanding of social life, including a consideration of specific groups and institutions, population trends and movements, social processes, social control, and the relationship between the individual and society. The course includes an analysis of the causes, extent, treatment, and prevention of poverty, ignorance, unemployment, defectiveness, and crime. The forces which operate in human maladjustment and social progress are treated in respect to present social problems. The study is based upon a recent text, classroom discussions, student reports, and current periodical literature.

Economics 101, Fundamentals of Economics—Mr. Thompson

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course begins with a general survey of our industrial society, emphasizing the development and characteristics of modern capitalistic organization. It continues with a study of the fundamental principles involved in the consumption, production, exchange, and distribution of wealth. Special attention is given to economic laws and their application to modern problems. A brief comparison is made of the economic order in America with that in Russia, Germany, Italy, and other countries. The study is based upon a recent text, collateral readings, and student exercises. Class discussions are encouraged throughout the course.

Economics 201, Applied Economics—Mr. Thompson

Prerequisite, Economics 101.

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is an intensive study of modern economic problems in the light of principles developed in Economics 101. Some of the problems included in the course are those growing out of the risks in the industrial enterprise, banking,

international trade, the relations between labor and capital, the concentration of the control of industry, the plight of agriculture, and the programs of social reform such as liberalism, socialism, and fascism. Each student is expected to make a thorough study of a current economic problem and to report his findings to the class. Extensive use is made of current periodicals. Most of the class periods are devoted to round-table discussions of the materials found in the textbooks and magazine articles.

Government 202, National.....MR. THOMPSON

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course will serve as an orientation course for those who wish to do advanced work in the field of political science. It approaches the study of American government from a background of political fundamentals and stresses principles, processes, and problems rather than forms and mechanisms of government. The subject matter deals with the origins of American political institutions, the dynamics of constitutional development, the federal system with its traditional checks and balances, the functions and processes of government, political parties, and the adjustment of the American democracy to a changing social order. Frequent contrasts and comparisons are made between our government and that of other countries.

Zoology 101.....DR. SIMONDS

3 lectures and 2 double laboratory periods a week for 18 weeks. Semester credit, 4 hours.

The course, an introduction to the study of zoology, is a cultural as well as a practical one. It aims especially to give a background for courses in psychology and sociology. The general biological principles are emphasized through the study of the anatomy and physiology of representative groups of the animal kingdom. The student is also made acquainted with the relationship of the biological sciences and the general application of the principles developed in the study of zoology.

Botany 102.....DR. SIMONDS

3 lectures and 2 double laboratory periods a week for 18 weeks. Semester credit, 4 hours.

The course consists of an introduction to botany, touching briefly on all phases of anatomy and physiology of the higher plants, and the relationship of the plant groups. The chief aim is to present fundamental biological principles rather than to lay the foundation for professional botany. The student is also made acquainted with the nature and aim of the biological sciences, their methods, and the value of their results.

Science 402, Elementary School.....DR. SIMONDS

2 hours a week for 18 weeks. Semester credit, 2 hours.

This course includes a survey of zoology, botany, chemistry, and physics as needed in elementary teaching. It also acquaints the student with courses of study in science for the grades and with the materials and methods of science instruction.

THE STUDENT COUNCIL

This section of the publication is intended especially for freshmen who enter the State Teachers College at Salisbury. Such students are therefore urged to read it with care since many of the difficulties which freshmen encounter result from failure to read official information and notices.

In compiling this section of the bulletin, the Student Council has included much information that may be of help to the incoming student.

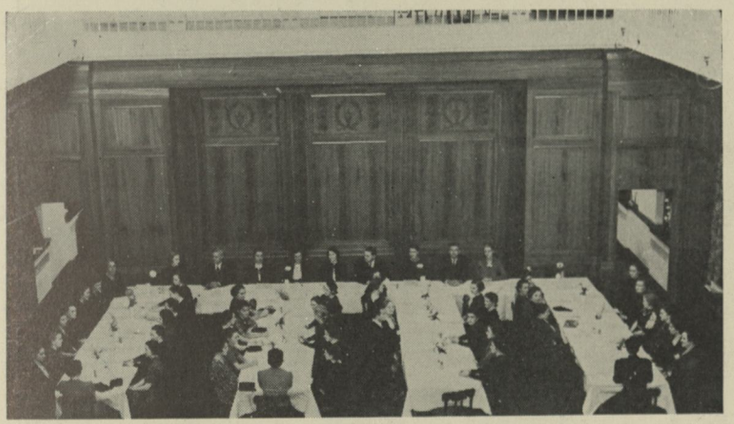
To maintain such an institution as the State Teachers College there must be cooperation among students, parents, members of the faculty, and those who care for the building. It is the belief of the Student Council that this section of the publication will further cooperation.

The Student Council is the "Mother Organization" of the college; its chief purpose is to bring about a complete working harmony among all student organizations and faculty members. The Student Council serves also as an advisory body to the President in so far as student regulations are concerned.

The Council consists of eight students, two from each class, chosen annually by the faculty and student body, and two faculty members selected by the faculty.

THE ALUMNI ASSOCIATION

The Alumni Association of the Salisbury State Teachers College consists of all the graduates of the two,three, and four year courses. Each year graduates are inducted into the ranks of the Alumni by an impressive ceremony held at sunset on the front steps, the Saturday before each commencement.



The aim of this association is to keep alive among members, the professional ideals and the friendly contacts developed during their college years. Meetings are held twice yearly: a fall business meeting; and a social meeting during commencement week featuring the class which celebrates its tenth anniversary.

The work of the Alumni Association includes loan scholarships and gifts to the school. The organization exerts very real influence in the recruiting of new students. An active Alumni is of great value to any progressive college.

The Athletic Association

THE ATHLETIC ASSOCIATION

The Athletic Association consists of two branches, a men's association and a women's association. Each group has its own officers. There are officers also for the combined group.

The women's athletics in the school include field ball and basketball. The girls also take part in the Athletic Exhibition, which is the major event. The boys' athletics include three major sports: soccer, basketball and baseball—and, in addition, tennis, track, soft-ball, gym work, boxing, and wrestling. Each year intra-mural games are played in each of the three major sports.

The Athletic Association sponsors a formal dance each year.

The Debating Society

THE BAGLEAN-CARNEAN SOCIETY

The present Baglean-Carnean Society was organized in 1937 from the former Baglean and Carnean Societies. The purpose of the organization is to provide an opportunity for free discussion of our contemporary local, national and international problems. Meetings are held bi-monthly. The membership, which approximated seventy in the initial year of the club, is open to all the student body. The activities for the first year included: (1) panel discussions on such topics as, Salisbury State Teachers College should have student government; (2) a formal debate given in assembly, and at the local Rotary Club, and broadcast over the radio station WSAL on the question, Resolved: That the United States should impose an economic boycott upon Japan; (3) an exchange debate with Washington College on the question, Resolved: That the National Labor Relations Board should be empowered to enforce the arbitration of all industrial disputes. The social life of the organization is climaxed with the annual Valentine Dance. The ultimate aim of the organization is to make debating an outstanding and permanent extra-curricular activity of the college.

The Christian Association

THE CHRISTIAN ASSOCIATION

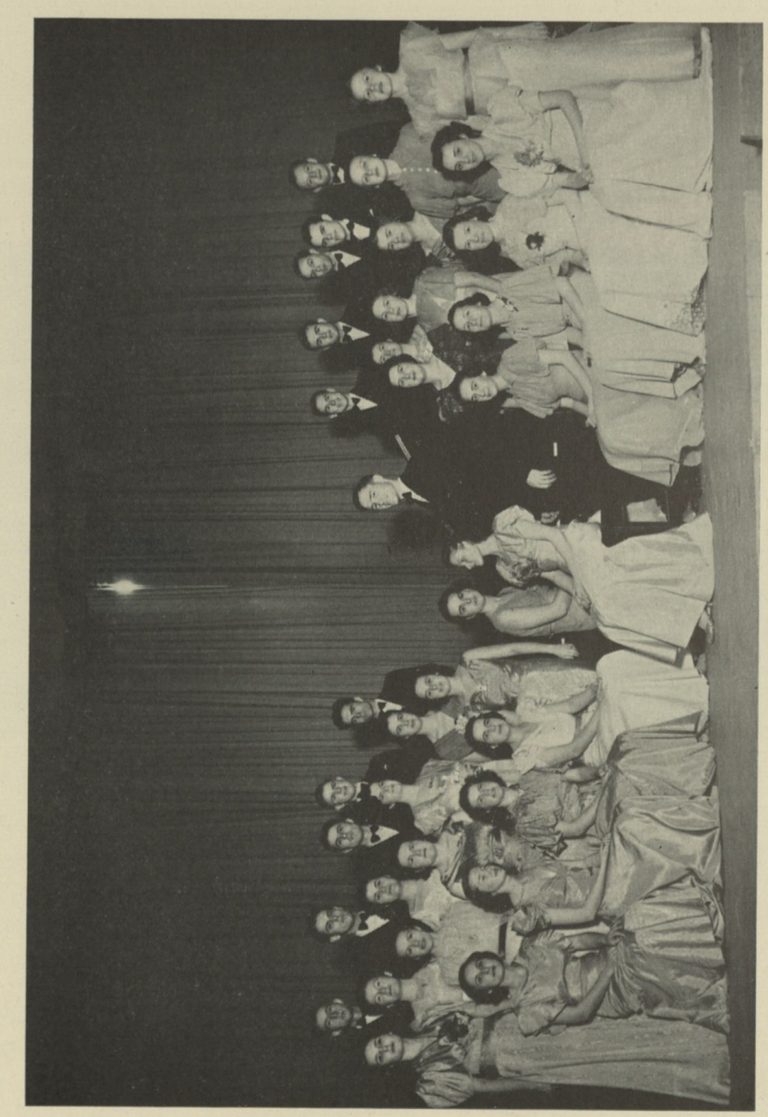
Four about nine years the Y. W. C. A. was the religious organization in S. T. C. This organization provided largely for the dormitory girls.

Since the school has become a four-year degree-granting college and young men in greater numbers are entering each year, the Y. W. C. A. has been converted into The Christian Assciation, admitting both young men and women to its membership.

Monthly meetings provide for discussion of pertinent questions of the day. Weekly vespers are held on Sunday evenings at 6 o'clock. Students plan and conduct all these services. Social welfare work is done in cooperation with the Wicomico Welfare Association. The Christian Association in cooperation with the Student Council sponsors The Annual Student Conference, at which conference timely themes are discussed.

Social functions come into prominence through "weenie roasts," picnics, and parties.

A member of the faculty serves as adviser to the group.



The Chorus

THE COLLEGE CHORUS

A popular group at S.T.C. is the College Chorus. Originally composed of girls, the *Glee Club* had as its purpose those aesthetic principles which surround the artistic expression of the voice; development of ability, appreciation, and taste. In 1934 a *Men's Glee Club* was organized, and performs with the *Women's Glee Club* as the *College Chorus*. Each organization is independent and often performs separately, though their aims are identical. The work of the group includes broadcasts, and concerts for the school and for civic and social groups in Salisbury and other Eastern Shore communities. College credit, to the extent of one point a year, is awarded for satisfactory participation at both rehearsals and performances. Qualifications for membership are interest in music, ability, and satisfactory scholastic standing.

THE COLLEGE ORCHESTRA

To become a member of the orchestra, the student need not be particularly skilled in the use of an instrument. With a few private lessons from the instructor, and upon reaching a suitable degree of proficiency, one may enter the orchestra.

The orchestra plays for assembly programs and other school functions; in its repertoire are classic, semi-classic, semi-popular, and band selections.

Not only does the orchestra give enjoyment to the students participating, but it also enriches the curriculum and adds to school life.

THE HOME ASSOCIATION

The Home Association is an organization of girls living in the dormitory. Its purpose is two-fold: first to create a better and more friendly atmosphere among the members; second, to give these members an opportunity to cooperate and work with the representative body of the school, the Student Council.

The Home Association in the years that it has been organized has proved quite efficient in carrying out its purposes. Through the work of the members of this organization many useful and valuable articles have been purchased and presented to the school. These gifts include an electric victrola, a piano, a radio, chairs, lamps, and many smaller articles which have helped to create a better and more sociable atmosphere among the entire student body. The purchase of these articles has been made possible through the fine cooperation of the members. They have sold ice cream and sandwiches and served banquets in order to earn the money with which to purchase these articles.

This organization also has cooperated with the Student Council in the making of regulations for the girls living in the dormitory. The members can make any recommendation deemed desirable which will lead to the betterment of life in the dormitory. These recommendations, of course, must meet with the approval of the Student Council and the President of the College. In the years past this work of the Association has proved most valuable and worthwhile.

The Home Association is of vital importance to the school since it, together with the Day Students' Associations, creates the desirable and friendly atmosphere that one finds at the State Teachers College at Salisbury. The Social Director is adviser to this group.

THE GIRLS' DAY ASSOCIATION

The Girls' Day Students' Association is an organization of the commuting women students of the college. The primary aim of this association is to promote wider acquaintances and friendship among the faculty and student body. For the use of these students there is a special room equipped with lockers for books and materials, racks for coats, day-beds, and lounges. Each day student is responsible for keeping the room in good order.

THE MEN'S ASSOCIATION

The Men's Association has as its purpose the formation of a unity by which the men of this college may participate in the planning of college life.

Meetings are called when the Association deems necessary and also for the regular monthly meeting. In these meetings matters and problems concerning the men of the college are discussed. The Men's Association has been a very important organization and will continue to be. It is assured that this organization will continue to command as respectable a position in college government as it has done in the past.

THE PUBLICATIONS STAFF

Organized in the first year of the founding of the college, the Publications Staff has been the medium through which the life and activities of State Teachers College have been recorded.

At present, the college has two publications, the *Evergreen* and *The Holly Leaf*. *The Holly Leaf* is published monthly, bringing to the students and subscribers all the latest news at S.T.C. It is a self-supported paper. The *Evergreen*, the college annual, sums up the year's activities and remains a constant reminder, for the students and alumni, of their college life.

Publication work is conducted by the editor-in-chief with the assistance of an associate editor, business manager, literary editor, sports editor, and class reporters. With the able assistance and counsel of two faculty members the Staff is able to publish a paper and an annual worthy of the college.

As a member of the Columbia Scholastic Press Association, the Staff enters its paper in the annual contests sponsored by the Association. Each year *The Holly Leaf* has won recognition in the contests, having received a first place on one occasion, and a second or a third at other times.

THE SOPHANES PLAYERS

The Sophanes Players, the dramatic organization of the college, produces such plays as Goldsmith's "She Stoops to Conquer" and a choral drama "Gloria." Each year one-act plays of all types are given during meetings, and for the public, to provide a chance for many to participate. Along with play production, classes in make-up are held. Lighting, making of sets, and staging of plays also have an important part in the work of the organization. Any student in the school may become a member.

THE STUDENT ASSEMBLY

On every Tuesday during the school year, a school assembly is held under the direction of two students with a faculty adviser. The programs are varied. Some are taken over by the different organizations and by the classes, while the others are arranged by the Assembly Committee. These assemblies give an opportunity for group singing and provide one means for the uniting of the student body.

An Assembly

THE STUDENT GRANGE

The object of the Student Grange, a branch of the National Order of the Patrons of Husbandry, is to promote an activity of an educational and entertaining nature. As a special feature, the Grange members make an annual trip to some spot of historic interest.

The regular meetings, held every two weeks, are followed by some type of entertainment. This form of participation gives each member an opportunity to use and develop some sort of talent.

A Campus Scene

Crowning the May Queen

Tony Tank. A view near the College Campus.

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